DOCUMENT RESUME

ED 336 660 CG 023 634

TITLE	Career Planning & Placement Survey, 1991.
INSTITUTION	College Placement Council, Bethlehem, Pa.
REPORT NO	ISBN-0-913936-29-4
PUB DATE	91
NOTE	45p.; For related documents, see CG 023 635-638.
AVAILABLE FROM	College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017 ($30.00 members, $50.00 nonmembers).
PUB TYPE	Reports - Research/Technical (143) -- Statistical Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Choice; *Career Development; *College Graduates; College Students; Higher Education; *Job Placement; Student Personnel Services

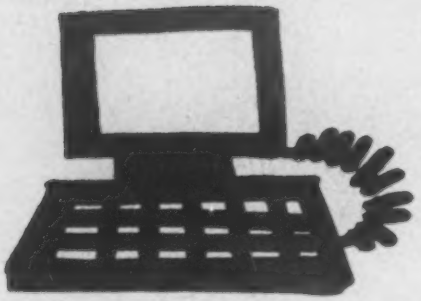
ABSTRACT

In 1991, survey questionnaires were completed by 823 out of 1,518 College Placement Council college members in a study assessing the status of career planning and placement activities. The results revealed that 87% of the responding offices were centralized. The 1991 survey results showed a continuation of the decline in the use of "placement" alone in the office titles, with the largest gain being in the use of the term "career services." Most respondents reported their offices being very accessible (49.7%) or accessible (42.5%) to students. There has been a decline since 1975 in the percentage of offices with less than 1,000 square feet of space. One-fourth of the respondents reported adding to their professional staffs since 1987, while 8% reported cutbacks. Over 84% of directors had at least a master's degree, and 12.3% had a doctorate. More than one-half of the respondents reported no significant budgetary changes since 1987, 36.5% reported an increase, and 12.3% reported a decrease. Results from 1991 showed a decrease since 1987 in the percentage of offices offering placement of graduates into full-time employment, placement of students into summer and part-time employment, placement of alumni, campus interviewing, credential service, and resume referral. More than one-half of respondents cited the proliferation of technology as the greatest change in the career planning and placement field over the past 5 years. (NB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336660

1991 Career Planning & Placement Survey



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Warren E Kauffman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

College Placement Council, Inc.

CG023634

$30 CPC Members
$50 Nonmembers

1991 Career Planning & Placement Survey

College Placement Council, Inc.
62 Highland Ave.
Bethlehem, PA 18017

ISBN 0-913936-29-4

Copyright 1991 by the College Placement Council, Inc., 62 Highland Ave., Bethlehem, PA 18017. All rights reserved. No part of this publication may be used or reproduced in any manner whatsoever without permission.

Table of Contents

Introduction 1
- Survey Methodology 2
- Survey Sample 2

Structure 5
- Centralized vs. Decentralized 5
- Office Title 5
- Administrative Reporting Lines 6

Facilities 7
- Accessibility. 7
- Office Space. 7

Staff 10
- Number of Staff 10
- Faculty Status 13
- Career Planning & Placement Director 13
- Career Planning & Placement Professional Staff 16
- Association Membership 17

Finances 18
- Budget 18
- Salaries. 20

Services 24
- Time Devoted to Career Planning & Placement Functions 25
- Use of Technology 26
- Career Resource Centers 28
- Career Days and Job Fairs 29
- Fees for Career Planning & Placement Services 29
- Credential Files 30
- Third-Party Recruiting. 30
- Outreach to Employers and Students 31
- Studies and Reports 32
- Student Use of Career Planning & Placement Office. 32
- On-Campus Recruitment 33

Trends in Career Planning & Placement 34
Changes in Career Planning & Placement Over the Past Five Years 34
Changes in College Students Over the Past Five Years 34
Changes in Career Planning & Placement Over the Next Several Years 35
Most Important Aspect of Career Planning & Placement 35
Greatest Problem Facing Career Planning & Placement 36

List of Tables

Table 1 - Geographic Distribution of Survey Respondents 2
Table 2 - Institutional Classification of Survey Respondents 3
Table 3 - Support for Institutions of Survey Respondents 4
Table 4 - Respondents by Size of Undergraduate Enrollment 4
Table 5 - Office Title 6
Table 6 - Office Accessibility 7
Table 7 - Total Placement Office Space 7
Table 8 - Use of Office Space 8
Table 9 - Number of Interview Rooms by Size of Institution 9
Table 10 - Number of Professional Staff 10
Table 11 - Number of Clerical Staff 11
Table 12 - Professional Staff by Title. 13
Table 13 - Characteristics of Career Planning & Placement Director 14
Table 14 - Academic Area of Degree 15
Table 15 - Time Commitments of Director 15
Table 16 - Characteristics of Career Planning & Placement Professional Staff . . . 16
Table 17 - National Association Membership 17
Table 18 - Annual Operating Budget of Career Planning & Placement Office Including Salaries 18
Table 19 - Annual Operating Budget of Career Planning & Placement Office Excluding Salaries 19
Table 20 - Areas Identified for Increased Expenditures 20
Table 21 - Areas Identified for Budget Cuts 20
Table 22 - Salary Ranges of Career Planning & Placement Directors 21
Table 23 - Salary Ranges of Career Planning & Placement Directors by Gender . . . 21
Table 24 - Salary Ranges of Career Planning & Placement Associate Directors . . . 22
Table 25 - Salary Ranges of Career Planning & Placement Assistant Directors . . . 22
Table 26 - Salary Ranges of Career Counselors. 23

Table 27 - Services Offered Through Career Planning & Placement Center 24
Table 28 - Target Populations of Special Programs or Services 25
Table 29 - Time Devoted to Services 25
Table 30 - Time Devoted to Services (Historical) 26
Table 31 - Use of Technology in Providing Career Planning & Placement Services . . 27
Table 32 - Computerized Functions 27
Table 33 - Resource Center Services/Materials 28
Table 34 - Office Fees. 29
Table 35 - Credential File Items 30
Table 36 - Conditions for Working With Third Parties 30
Table 37 - Methods Used to Inform Employers of Services Offered 31
Table 38 - Methods Used to Inform Students of Services Offered 32
Table 39 - Subject Areas of Studies/Reports 32

Introduction

On the following pages are the highlights of a survey of college and university career planning and placement offices that presents an overview of present operations in the key areas of structure, facilities, staff, finance, and services. This summary also notes changes since the previous surveys in 1987, 1981, and 1975.

A periodic review of the status of a profession is always advisable. It is especially appropriate as we struggle through one of the toughest economic years most of us have faced in a decade. Not only is this survey of interest in comparison with previous surveys, but also it will serve as a valuable benchmark reference for the future.

Diversity is one of the issues you hear discussed in virtually all organizations. Our career planning and placement practitioners have discussed it, too. In fact, they cite the increasing diversity of the student body as one of the greatest changes over the past five years. But, as this survey shows, the profession itself is not a diverse one. We need a better balance of gender and race in our profession. As CPC is working to increase diversity within its organizational ranks, so it also encourages diversity within the profession.

CPC thanks all those who took the time and effort to complete the survey questionnaire. We trust the information obtained will be valuable as we work together to advance our profession.

Warren E. Kauffman
Executive Director
College Placement Council, Inc.

Survey Methodology

The College Placement Council (CPC) conducted this survey to assess the status of career planning and placement activities. Survey questionnaires were mailed to 1,518 CPC college members in January 1991. (Readers are cautioned, therefore, to keep in mind that the Persian Gulf war was being waged and the economy was in a recession during the time period when respondents were completing the questionnaires.) Eight hundred and twenty-three questionnaires were returned, for a response rate of 54.2 percent. The data were keyed and analyzed by CPC staff.

Where possible, the results of this survey have been compared with the results of previous surveys conducted in 1987 (*1987 Career Planning & Placement Survey: An Operational Profile*, College Placement Council, Inc.), 1981 (*The Status of Career Planning and Placement*, CPC Foundation), and 1975 (*Career Planning & Placement in the Mid-Seventies: An Operational Profile*, College Placement Council, Inc.).

Survey Sample

The geographic distribution of respondents by regional area is given in Table 1.

TABLE 1

GEOGRAPHIC DISTRIBUTION OF SURVEY RESPONDENTS

Region	Number	Percent
Northeast	59	7.2
Mid-Atlantic	150	18.2
South	186	22.6
Midwest	255	31.0
Southwest	80	9.7
Rocky Mountain	27	3.3
West	65	7.9
TOTAL	822	99.9

Note: There was also one respondent from Puerto Rico

By classification of responding institution, the largest single category (34.1 percent) was comprehensive institutions (award baccalaureate degree, may also award associate degrees; offer graduate programs primarily at the master's and professional levels). One-fourth (25 percent) were four-year schools, and another fourth (24.7 percent) were universities. The next largest category (13.9 percent) was two-year schools. The remaining categories were all below 1 percent. They include five-year (award a five-year baccalaureate in a professional field), upper-level (award baccalaureate but entering students must have at least two years of previous college education), professional (offer degree programs beyond the baccalaureate in specialized professional field, e.g., law school, medical school), and graduate (offer graduate programs only). (See Table 2.)

TABLE 2

INSTITUTIONAL CLASSIFICATION OF SURVEY RESPONDENTS

Classification	Number	Percent
Trade/technical/vocational	4	0 5
Two-year	114	13 9
Four-year	206	25 0
Five-year	1	0 1
Upper-level	5	0 6
Comprehensive	281	34 1
Professional	6	0 7
Graduate	3	0 4
University	203	24 7
TOTAL	823	100 0

Slightly more than half (50.9 percent) of the respondents indicated that the primary source of support for their institutions was government/public. Slightly more than a third (34.4 percent) were private/independent. The rest were private/sectarian (12.1 percent) and private/proprietary (2.6 percent). (See Table 3.)

TABLE 3

SUPPORT FOR INSTITUTIONS OF SURVEY RESPONDENTS

Support	Percent
Government/public	50.9
Private/independent	34.4
Private/sectarian	12.1
Private/proprietary	2.6
TOTAL	100.0

By size of undergraduate enrollment, more than three-tenths of the respondents (31 percent) were in the 1,001-2,500 range. Almost equal percentages were in the 2,501-5,000 range (18.8 percent) and in the 5,001 to 10,000 range (18.4 percent). (See Table 4.)

TABLE 4

RESPONDENTS BY SIZE OF UNDERGRADUATE ENROLLMENT

Enrollment Range	Percent
500 or less	3.2
501-750	3.9
751-1,000	7.0
1,001-2,500	31.0
2,501- 5,000	18.8
5,001-10,000	18.4
10,001-20,000	11.9
20,001-30,000	4.8
More than 30,000	1.0

Structure

Centralized vs. Decentralized

Previous surveys indicated a trend toward centralized op0erations, and the results of this current survey cpntribute further evidence to support that belief. In this survey, 87 percent of the respnding offices indicated they were centralized, while 13 percent reported they were decentralized. This compares with 85 percent centralized in 1987, 80.4 percent in 1981, and 80 percent in 1975.

Of those respondents to the current survey who reported they had changed the organization of their offices since 1987, 85 percent said they had changed from decentralized to centralized, while only 15 percent had gone from centralized to decentralized.

Office Title

Although it is difficult to compare later data on office titles with that collected for the 1975 survey, some general observations can be made. In the 1975 survey, 32 percent of those offices responding indicated the use of the word *placement* alone in the office title. An additional 30 percent reported using *career planning* and 15 percent used *career counseling* in combination with *placement* in the office title. Six percent of the offices reported their title as *career services*. The remaining 17 percent of the respondents were not accounted for and were presumed to be "other."

The 1981 data clearly showed a trend away from the use of *placement* alone in the office title (13.3 percent of responding offices compared with 32 percent in 1975). *Career planning and placement* grew slightly in use (32.9 percent compared with 30 percent in 1975), and *career counseling* declined somewhat (9.4 percent compared with 15 percent in 1975). The use of the title *career services* remained virtually unchanged (5.6 percent in 1981 compared with 6 percent in 1975). Offices with titles classified as "other" grew from 17 percent in 1975 to 28.9 percent in 1981. A review of those "other" responses showed that the terms *career planning/development/services and/or placement* were used in the majority of titles.

The 1987 data showed a continuing, although slight, decline in the use of *placement* alone in the title (12.8 percent compared with 13.3 percent in 1981). The use of *career planning and placement* remained fairly stable (33.1 percent reported using that title in 1987 compared with 32.9 percent in 1981). The use of *career counseling and placement* continued to decline (from 9.4 percent in 1981 to 4.7 percent in 1987), while the use of *career services* increased (from 5.6 percent in 1981 to 14 percent in 1987). An analysis of the 1987 "other" categories showed that 11.8 percent used the title *career development* and an additional 3.4 percent used *career development and placement*. Another 3.9 percent used *career center* or *career resource center*. Overall, 58.1 percent of the respondents had the word *career* in their office title.

The 1991 survey results showed a continuation of the decline in the use of *placement* alone in the title (10.4 percent compared with 12.8 percent in 1987). The largest gain reported was in the use of *career services* (19.6 percent compared with 14.0 percent in 1987). The use of *career planning and placement* declined (from 33.1 percent in 1987 to 25.6 percent in 1991), as did *career counseling and placement* (from 4.7 percent in 1987 to 4.1 percent in 1991). The use of *career development* remained fairly constant (11.9 percent compared with 11.8 percent in 1987), while the use of *career development and placement* declined slightly (from 3.4 percent in 1987 to 3.1 percent in 1991). The use of *career center* or *career resource center* increased (from 3.9 percent in 1987 to 5.1 percent in 1991). (See Table 5.)

TABLE 5

OFFICE TITLE

	Percent of Respondents			
	1975	1981	1987	1991
Placement	32.0	13.3	12.8	10.4
Career Planning and Placement	30.0	32.9	33.1	25.6
Career Counseling and Placement	15.0	9.4	4.7	4.1
Career Services	6.0	5.6	14.0	19.6
Career Development*			11.8	11.9
Career Development and Placement*			3.4	3.1
Career Center/Career Resource Center*			3.9	5.1
"Other"	17.0	28.9	16.2	20.2

*Included as "Other" in 1975 and 1981

Administrative Reporting Lines

A study of the administrative reporting lines indicated that approximately 62 percent of the respondents reported directly to the vice president/vice chancellor/vice provost for student affairs or dean of students, 17 percent reported through an academic channel (vice president/vice chancellor/ vice provost for academic affairs or dean of college), and 2 percent reported directly to the president or chancellor. Almost three-fourths (74.5 percent) were organizationally positioned under student services/student affairs.

Facilities

Accessibility

When asked to describe the accessibility of office location in relation to student traffic, almost half of the respondents (49.7 percent) indicated the office was very accessible (down slightly from 1987), 42.5 percent rated it accessible (about the same as 1987), while 7.5 percent rated it inaccessible (a slight increase from 1987). (See Table 6.)

TABLE 6

OFFICE ACCESSIBILITY

	Percent of Respondents			
	1975*	1981	1987	1991
Very accessible	43.0	48.8	50.2	49.7
Accessible	49.0	44.5	42.6	42.5
Inaccessible	8.0	6.7	7.2	7.5

*Percentages for 1975 were rounded off

Office Space

Table 7 highlights the reported square footage per office. The most significant change since 1975 has been the decrease in the percentage of offices with less than 1,000 square feet of space, from 48 percent in 1975 to 36 percent in 1987 and 1991.

TABLE 7

TOTAL PLACEMENT OFFICE SPACE

	Percent of Respondents			
Total Square Feet	1975	1981	1987	1991
Less than 1,000	48	38	36	36
1,000-2,500	29	32	33	32
2,501-5,000	13	17	18	20
5,001-7,500	5	7	6	6
7,501-10,000	2	4	4	4
10,001-20,000	2	3	2	2

More than 20,000	1	1	1	1

Respondents were asked to indicate the percentage of office space devoted to specific uses. The results are presented in Table 8.

TABLE 8

USE OF OFFICE SPACE

Percentage of Office Space	Use: Recept./ Clerical	Staff Offices	Intvw. Rooms	Career Library
1-5%	62	20	70	104
6-10%	146	69	140	148
11-25%	324	312	232	242
26-40%	143	221	78	139
41-55%	41	92	32	60
More than 55%	11	41	11	23

NOTE: Statistics in this table represent number of respondents

Table 9 highlights the number of interview rooms available by size of institution. There was an increase in the percentage of respondents reporting that all of their interview rooms were located within the career planning and placement office (79.6 percent compared with 71.5 percent in 1987). Similarly, 20.4 percent reported they had rooms available for use outside the career planning and placement office (down from 28.5 percent in 1987).

TABLE 9

NUMBER OF INTERVIEW ROOMS BY SIZE OF INSTITUTION

Number of Rooms	Size (Undergraduate Enrollment) Under 500	500-750	751-1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
1	14	24	35	113	48	36	8	8	2
2	2	2	10	58	26	26	4		
3	2	1	2	23	17	17	6	1	
4		1	1	9	13	10	7	1	
5	2			10	14	7	2		
6				3	6	9	7	1	
7				3	2	4	8	4	
8					3	4	9	1	1
9			1	1	2	1	5	1	
10				1	1	7	9	3	
11				1	4	3	2	1	
12				2	1	4	5	1	
13			1		1		1	2	1
14				1	1		4	2	
15							3		
16							4	2	
18					1	2	3	2	
20							1	2	
21							1		1
22							1	1	
23							1	2	
24					2	1			
25						1			
30					1		1	1	
32					1				
36						1			
40							1	1	1
42									1
48						1			

NOTE: Statistics in this table represent number of respondents

STAFF

Number of Staff

Respondents were asked about changes in staffing since 1987. One-fourth of the total group reported adding to their professional staffs, while 8 percent reported cutbacks. On the clerical side, 16 percent reported adding staff, while 9 percent reported cutbacks.

Tables 10 and 11 show the number of full-time and part-time professional and clerical staff by size of undergraduate enrollment.

TABLE 10

NUMBER OF PROFESSIONAL STAFF
(IN ADDITION TO DIRECTOR)

Undergraduate Enrollment	Number of Full-Time Professional Staff										
	0	1	2	3	4	5	6	7	8	9	10+
500 and less	19	5			1						
501-750	25	1	3	1			1				
751-1,000	42	11	3	1				1			
1,001-2,500	132	66	28	14	5	1	1		1		1
2,501-5,000	50	38	29	19	2	2	3	1	3		3
5,001-10,000	32	36	27	18	12	4	7			2	6
10,001-20,000	12	10	8	14	8	11	10	8	1	5	10
20,001-30,000	2	3	2	1	4	4	7	1	2	1	11
More than 30,000	1	1			1						5

(Table 10 continued)

Undergraduate Enrollment	Number of Part-Time Professional Staff										
	0	1	2	3	4	5	6	7	8	9	10+
500 and less	23	2									
500-750	29		1		1						
750-1,000	45	9	1	2	1						
1,001-2,500	170	56	12	5	4	1	1				
2,501-5,000	95	25	17	7	3		1	1	1		
5,001-10,000	79	31	11	14	4	1	1		3	1	
10,001-20,000	48	23	6	10	3	4	1				2
20,001-30,000	14	5	6		6	5		1			1
More than 30,000	5	1		1				1			

NOTE: Statistics in this table represent number of respondents

TABLE 11

NUMBER OF CLERICAL STAFF

Undergraduate Enrollment	Number of Full-Time Clerical Staff									
	1	2	3	4	5	6	7	8	9	10+
500 and less	9	1								
501-750	10	1								
751-1,000	20	2	1			1				
1,001-2,500	134	21	6							
2,501-5,000	63	28	12	3	5	2	2			1
5,001-10,000	63	31	15	6	2	4			1	1
10,001-20,000	16	13	18	14	10	6	5	2	4	3
20,001-30,000	3	3	3	4	4	4	5	2	1	3
More than 30,000	2	1	1	1						3

(continued)

(Table 11 continued)

Undergraduate Enrollment	Number of Part-Time Clerical Staff									
	1	2	3	4	5	6	7	8	9	10+
500 and less	8	4								
500-750	12	1								
751-1,000	21	3	1		1					
1,001-2,500	70	13	2	3	2	2				1
2,501-5,000	31	9	4	1				1		1
5,001-10,000	26	15	10	1	1					1
10,001-20,000	21	6	1	3	4					2
20,001-30,000	9	6	3	1	1	2				

NOTE: Statistics in this table represent number of respondents

Table 12 shows the number of full-time and part-time professional staff by title. Less than one-fifth (18.7 percent) of all respondents reported they had at least one full-time associate director, while 30 percent reported having at least one full-time assistant director. About one-fourth (25.6 percent) reported having at least one full-time career counselor. Only one-tenth reported having at least one full-time experiential education coordinator, while more than one-fifth (22 percent) reported having at least one full-time placement coordinator. Only 6.2 percent reported having a full-time career librarian, and only one respondent had more than one person in that position. Less than one-tenth (9 percent) reported having at least one full-time job developer. Only 6.5 percent reported having at least one full-time graduate assistant, but 17.5 percent reported having at least one part-time person in that position.

TABLE 12

PROFESSIONAL STAFF BY TITLE

	Number of Individuals					
	1	2	3	4	5	6+
Full-Time Professional Staff						
Associate Director	120	24	9	1		
Assistant Director	164	44	24	7	4	4
Career Counselor	117	34	20	9	12	18
Experiential Ed. Coord.	69	8	3	2		2
Placement Coord.	149	16	11	3	1	1
Career Librarian	50	1				
Job Developer	66	4	2	1	1	
Graduate Assistant	23	8	13	5	1	3
Part-Time Professional Staff						
Associate Director	10	2				
Assistant Director	19	2	2	1		
Career Counselor	78	22	9	4	1	2
Experiential Ed. Coord.	20	1	1	1		1
Placement Coord.	21	5				
Career Librarian	25	1	1			
Job Developer	26	2	3			
Graduate Assistant	78	26	15	12	4	9

NOTE: Statistics in this table represent number of respondents

Faculty Status

Respondents were asked to identify career planning and placement personnel positions that had faculty status. Two-thirds (66.2 percent) of the respondents indicated that no one in their offices held faculty status. Directors most often had faculty status (22.2 percent), followed by counselors (6.2 percent), assistant directors (3.3 percent), and associate directors (2.9 percent).

Career Planning & Placement Director

Questions on age, gender, and race were optional; however, most respondents answered them. Of those who responded, more than half of the career planning and placement directors were 35 to 49 years old (56.5 percent) and female (55.9 percent); the vast majority (90.5 percent) were white. (See Table 13.)

TABLE 13

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT DIRECTORS

	Number	Percent
Age		
Under 25	1	0.1
25-34	112	14.1
35-49	450	56.5
50-65	227	28.5
Over 65	6	0.8
Gender		
Female	446	55.9
Male	352	44.1
Race		
Asian/Pacific	8	1.0
Black	49	6.2
Hispanic	11	1.4
Native American	7	0.9
White	711	90.5

When asked to indicate the highest educational level obtained by the career planning and placement director, more than four-fifths (84.3 percent) indicated at least a master's degree. Almost half (48.1 percent) had earned additional credit beyond a master's degree, and 12.3 percent had a doctorate.

The most frequently reported degree area was guidance and counseling, as it also had been in the 1981 and 1987 surveys. However, the percentage reporting that degree in the current survey jumped to 30.4 percent, after having fallen from 28 percent in 1981 to 18 percent in 1987. The next most frequently reported degree was education (21 percent). Student personnel, which was named by 11.9 percent in the 1981 study, but only 6.3 percent in 1987, was named by 14.9 percent in the current survey. (See Table 14.)

TABLE 14

ACADEMIC AREA OF DEGREE
(RESPONSES OF 10 OR MORE)

	1981		1987		1991	
	Number	Percent	Number	Percent	Number	Percent
Guidance & counseling	192	28.0	158	18.0	250	30.4
Education	79	11.6	80	9.1	173	21.0
Student personnel	82	11.9	55	6.3	123	14.9
English	22	3.2	16	1.8	14	1.7
Liberal arts	--	---	--	---	12	1.5
Higher education admin.	36	5.3	38	4.3	10	1.2

On average, the career planning and placement director had been in the field 10.8 years and in the current position for 6.5 years. Almost half (46.5 percent) indicated they had had an average of 3.5 years of previous experience in the college relations and recruitment field.

Career planning and placement directors were asked what percentage of their time they spent on specific activities. As Table 15 shows, they spent the most time on administration and the least on financial aid.

TABLE 15

TIME COMMITMENTS OF DIRECTOR

	Percent of Director's Time					
	None	1-15%	16-30%	31-45%	46-60%	Over 60%
Teaching	221	388	55	7	7	20
Alumni relations	87	495	51	5	1	2
Financial aid	471	65	5	2		1
University-wide committees	56	531	107	11	4	
Admissions	290	264	17	1	1	2
Personal counseling	59	253	224	114	61	32
Registration	360	160	17	1	1	1
Student activities	155	358	77	20	8	3
Administration	18	132	211	179	153	80

NOTE: Statistics in this table represent number of respondents

Career Planning & Placement Professional Staff

Of career planning and placement professional staff, other than the director, 43.1 percent were between 35 and 49 years old, and 36.2 percent were between 25 and 34 years old. More than three-fourths were female (76.1 percent) and white (78.4 percent). (See Table 16.)

TABLE 16

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT PROFESSIONAL STAFF
(OTHER THAN DIRECTOR)

	Number	Percent
Age		
Under 25	135	6.9
25-34	703	36.2
35-49	838	43.1
50-65	260	13.4
Over 65	7	0.4
Gender		
Female	1,581	76.1
Male	496	23.9
Race		
Asian/Pacific	36	1.8
Black	267	13.1
Hispanic	93	4.6
Native American	43	2.1
White	1,593	78.4

More than four-fifths (81.6 percent) of associate and assistant directors had at least a master's degree. Slightly less than a third (30.7 percent) had additional credit beyond a master's degree, and about 7 percent had a doctorate. More than a third (35.9 percent) had their highest degree in guidance and counseling; another third were about equally divided between education (16.9 percent) and student personnel (16.6 percent). When asked the entry-level degree requirements for career planning/placement counselors, 63 percent indicated a master's degree and 27 percent a bachelor's degree.

Association Membership

Respondents were asked to indicate national associations in which the career planning and placement office held memberships. The results are presented in Table 17.

TABLE 17

NATIONAL ASSOCIATION MEMBERSHIP

	Number	Percent
College Placement Council	811	98.5
Association for School, College & University Staffing	288	35.0
American Association for Counseling & Development	264	32.1
Cooperative Education Association	179	21.7
American College Personnel Association	178	21.6
National Career Development Association	170	20.7
National Association of Student Personnel Administrators	165	20.0
National Society for Internships & Experiential Education	164	19.9
National Association for Law Placement	24	2.9

Finances

Budget

Asked if there had been any significant change (±15 percent) since 1987, more than half (51.2 percent) said there had been no significant change, 36.5 reported an increase, and 12.3 percent reported a decrease. In the 1987 survey, asked if there had been a significant change since 1981, 59.4 percent indicated an increase, 28.8 percent reported their budget had remained the same, and 11.8 percent indicated a decrease.

Tables 18 and 19 show the current level of budget by size of undergraduate enrollment.

TABLE 18

ANNUAL OPERATING BUDGET OF CAREER PLANNING & PLACEMENT OFFICE INCLUDING SALARIES

	Size (Undergraduate Enrollment)								
Budget	Under 500	500-750	751-1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
Less than $10,000	5	1	2	3			1		
$10,000-$20,000	4	4	5	3	2				
$20,001-$30,000	1	6	8	14	2	1			
$30,001-$40,000	4	7	8	24	3	2			
$40,001-$50,000	3	4	6	28	9	5	1		
$50,001-$60,000	1	1	7	20	15	6			
$60,001-$75,000	1	2	4	34	11	11	5		1
$75,001-$100,000	4	2	6	41	23	12	2	2	
$100,001-$150,000		1	7	39	35	31	13	4	
$150,001-$200,000	2	2	1	20	22	26	15	1	
$200,001-$300,000		1		7	14	23	21	5	2
$300,001-$400,000			1	3	11	9	15	5	
$400,001-$500,000				1		5	7	6	1
$500,001-$750,000						2	9	10	1
$750,001-$1,000,000						1	7	5	2
More than $1,000,000						4		1	1

NOTE: Statistics in this table represent number of respondents

TABLE 19

ANNUAL OPERATING BUDGET OF CAREER PLANNING & PLACEMENT OFFICE EXCLUDING SALARIES

Budget	Size (Undergraduate Enrollment) Under 500	500-750	751-1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
Less than $1,000		1	4	8	2	1		1	
$1,000-$2,000	4	1	4	4	2	4			
$2,001-$3,000	4	2	3	8	4	3	2	2	
$3,001-$4,000		4	3	7	6	3	1		
$4,001-$5,000	2	3	4	10	6	4	2		
$5,001-$6,000	1	3	3	11	6	1	1		
$6,001-$7,500	2		6	13	11	8	2		
$7,501-$10,0000		7	7	33	16	8	5	2	1
$10,001-$12,500	3	3	4	20	14	7	1		
$12,501-$15,000	1	1	7	26	14	11	4		
$15,001-$20,000	1	3	5	26	8	15	7	1	1
$20,001-$25,000	1	1		20	8	11	6		1
$25,001-$30,000			2	16	13	13	8	3	
$30,001-$40,000	2	1	2	18	13	14	17	4	
$40,001-$50,000	3	1		7	7	10	14	3	
$50,001-$75,000			1	10	10	12	11	8	
$75,001-$100,000			1	3	5	8	6	6	3
More than $100,000					2	8	9	7	1

NOTE: Statistics in this table represent number of respondents

When respondents were asked to compare their 1991-92 budgets with their current (1990-91) budgets, slightly more than a fourth (26.8 percent) expected an increase, while slightly more than that (28.6 percent) expected a decrease. The remainder (44.6 percent) anticipated no change. Respondents also identified areas where expenditures would be increased if budgets were increased or areas that would be cut back or eliminated if budgets were cut. Those expecting an increase in their budgets most often cited salary, postage, and materials as areas where they would increase expenditures. (See Table 20.) Those expecting budget decreases cited travel and materials as areas to be cut. (See Table 21.)

TABLE 20

AREAS IDENTIFIED FOR INCREASED EXPENDITURES

	Percent
Salary	73.1
Postage	57.4
Materials	51.4
Career Library	46.8
Travel	42.1
Services	39.4
Personnel	36.1
Telephone	29.2
Professional memberships	18.5

TABLE 21

AREAS IDENTIFIED FOR BUDGET CUTS

	Percent
Travel	82.6
Materials	61.7
Career Library	41.7
Professional memberships	39.6
Services	34.3
Personnel	31.7
Postage	30.0
Telephone	14.8
Salary	9.6

Salaries

Table 22 presents salary ranges of career planning and placement directors by size of undergraduate enrollment.

TABLE 22

SALARY RANGES OF CAREER PLANNING & PLACEMENT DIRECTORS

Salary Range	Size (Undergraduate Enrollment) Under 500	500-750	751--1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
Less than $15,000	2	3		3					
$15,000-$20,000	2	5	5	8	1	1			
$20,001-$25,000	9	10	20	42	5	3	2		
$25,001-$30,000	4	5	11	57	18	11	2		
$30,001-$35,000	4	3	8	56	25	18	8	2	
$35,001-$40,000		2	2	37	31	34	10	2	1
$40,001-$45,000	1	3	5	22	33	28	18	4	1
$45,001-$50,000	1	1	3	12	12	14	18	5	
$50,001-$55,000				6	12	15	18	8	
$55,001-$60,000				2	2	6	6	8	3
$60,001-$65,000					3	9	9	3	2
$65,001-$75,000					1	4	3	4	1
More than $75,000							2	2	

NOTE: Statistics in this table represent number of respondents

A breakout of salary ranges of career planning and placement directors by gender shows that proportionately more than twice as many men (37.1 percent) as women (15.9 percent) earn more than $45,000 annually. (See Table 23.)

TABLE 23

SALARY RANGES OF CAREER PLANNING & PLACEMENT DIRECTORS BY GENDER

	Female		Male	
	Number	Percent	Number	Percent
Less than $15,000	6	1.4	2	0.6
$15,000-$20,000	17	3.9	3	0.9
$20,001-$25,000	69	15.9	17	4.9
$25,001-$30,000	77	17.8	31	9.0
$30,001-$35,000	75	17.3	46	13.3
$35,001-$40,000	67	15.5	53	15.4
$40,001-$45,000	53	12.2	65	18.8
$45,001-$50,000	27	6.2	42	12.2
$50,001-$55,000	21	4.8	37	10.7
$55,001-$60,000	6	1.4	21	6.1
$60,001-$65,000	10	2.3	16	4.6
$65,001-$75,000	5	1.2	8	2.3
More than $75,000			4	1.2

Tables 24, 25, and 26 present the salary ranges of career planning and placement associate and assistant directors and career counselors by size of undergraduate enrollment.

TABLE 24

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSOCIATE DIRECTORS

	Size (Undergraduate Enrollment)								
Salary Range	Under 500	500-750	751-1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
Less than $10,000				1	4				
$10,000-$12,500									
$12,501-$15,000			1	2	1				
$15,001-$17,500			1	2	4				
$17,501-$20,000						2			
$20,001-$25,000	1	2	3	7	10	1		2	
$25,001-$30,000			2	20	14	9	9	5	
$30,001-$35,000			1	9	10	16	11	11	3
$35,001-$40,000	1			4	6	10	18	9	2
$40,001-$45,000				3	5	6	10	5	1
$45,001-$50,000						5	1	5	1
More than $50,000						2	3	2	2

NOTE: Statistics in this table represent number of respondents

TABLE 25

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSISTANT DIRECTORS

	Size (Undergraduate Enrollment)								
Salary Range	Under 500	500-750	751-1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
Less than $10,000			1		7				
$10,000-$12,500				1	6	1			
$12,501-$15,000			1	1					
$15,001-$17,500	1			5	1				
$17,501-$20,000		1	2	8	4	3	2	1	
$20,001-$25,000			2	38	30	13	22	15	2
$25,001-$30,000	1		1	16	28	36	38	17	8
$30,001-$35,000				6	8	26	23	16	6
$35,001-$40,000	1			1	1	10	18	5	5
$40,001-$45,000						2	5	3	3
$45,001-$50,000					1	1	1	1	1
More than $50,000								1	2

NOTE: Statistics in this table represent number of respondents

TABLE 26

SALARY RANGES OF CAREER COUNSELORS

Salary Range	Size (Undergraduate Enrollment)								
	Under 500	500-750	751-1,000	1,001-2,500	2,501-5,000	5,001-10,000	10,001-20,000	20,001-30,000	Over 30,000
Less than $10,000			2	10	2	12	1		
$10,000-$12,500				2	2				
$12,501-$15,000		1	1	2	2	3	1		
$15,001-$17,500			1	4	3	5		8	
$17,501-$20,000		2	3	8	12	12	12	3	1
$20,001-$25,000		5	3	34	50	49	71	19	10
$25,001-$30,000			3	30	39	49	48	23	8
$30,001-$35,000			1	20	3	23	13	10	
$35,001-$40,000				1	1	18	20	31	
$40,001-$45,000						8	19	13	
$45,001-$50,000					1	4	3	2	
More than $50,000						1	4	9	

NOTE: Statistics in this table represent number of respondents

Services

Respondents were asked to indicate the types of services offered by their offices. Comparisons have been made with the previous surveys where possible. Table 27 presents the responses in terms of percentage of offices offering each service.

TABLE 27

SERVICES OFFERED THROUGH CAREER PLANNING & PLACEMENT CENTER

	Percent of Respondents			
	1975*	1981*	1987	1991
Career counseling	89.0	96.0	94.1	94.2
Occupational and employer information library	92.0	91.0	93.6	93.7
Placement of graduates into full-time employment	93.0	95.0	96.8	93.4
Campus interviewing	96.0	95.0	96.5	91.6
Placement of students into summer and part-time employment	81.0	83.0	87.0	83.2
Placement of alumni	87.0	90.0	88.9	82.7
Credential service	79.0	81.0	76.4	71.9
Resume referral	----	64.0	74.2	71.6
Cooperative education, intern, experiential program	26.0	49.0	53.7	62.8
Resume booklets	----	62.0	56.3	56.3
Vocational testing	31.0	51.0	53.2	52.1
Computerized candidate data base	----	----	----	48.2
Career planning or employment readiness course for credit	----	30.0	32.1	31.6
Academic counseling	30.0	37.0	33.0	28.7
Dropout prevention and counseling	22.0	26.0	19.9	16.2

*Percentages for 1975 and 1981 were rounded off

As Table 27 shows, the results of the current survey show a decrease since 1987 in the percentage of offices offering placement of graduates into full-time employment, placement of students into summer and part-time employment, placement of alumni, campus interviewing, credential service, and resume referral. Whether this is a trend toward the elimination of these services, as it may well be in the case of credential service, or merely the reflection of the economic situation at the time the survey was conducted, is impossible to tell at this point.

Of those services that can be compared with the 1975 survey, cooperative education, intern, or other experiential programs experienced the greatest increase overall, 36.8 percent. The greatest decrease overall was in dropout prevention and counseling, down 5.8 percent.

Respondents were also asked if they had special programs or services targeted toward specific populations. More than a third reported programs or services designed specifically for minority students and adult students; slightly less than a third reported programs or services designed specifically for career changers. (See Table 28.)

TABLE 28

TARGET POPULATIONS OF SPECIAL PROGRAM OR SERVICES

Target Population	Number	Percent
Minority students	292	35.5
Adult students	285	34.6
Career changers	255	31.0
Foreign students	193	23.5
Part-time students	152	18.5
Disabled students	130	15.8
Commuter students	114	13.9

Time Devoted to Career Planning & Placement Functions

Respondents were asked to indicate the amount of time devoted to career counseling, placement, and information dissemination. The results are presented in Table 29.

TABLE 29

TIME DEVOTED TO SERVICES

	Percent of Staff Time					
	None	1-15%	16-30%	31-45%	46-60%	Over 60%
Career counseling	21	149	242	188	107	35
Senior job placement	18	106	264	192	108	51
Advanced-degree job placement	144	341	59	16	11	5
Part-time and/or summer employment	27	425	165	46	14	10
Co-op programs	254	152	56	27	14	11
Internship programs	114	350	108	21	8	6
Providing information to other departments	16	569	95	13	7	

NOTE: Statistics in this table represent number of respondents

Historical data from 1987 and 1981 are presented for comparison purposes in Table 30.

TABLE 30

TIME DEVOTED TO SERVICES (HISTORICAL)

	Percent of Staff Time					
	None	1-15%	16-30%	31-45%	46-60%	Over 60%
1987						
Career counseling	15	167	254	211	83	40
Senior job placement	7	89	261	227	134	74
Advanced-degree job placement	109	384	68	18	8	5
Part-time and/or summer employment	27	459	185	50	9	7
Co-op or experiential program placement	143	243	126	55	20	13
Providing information to other departments	9	619	79	11	4	2
1981						
Career counseling	7	116	238	202	101	38
Senior job placement	2	81	209	192	149	67
Advanced-degree job placement	106	348	85	26	8	3
Part-time and/or summer employment	34	410	128	33	9	9
Co-op or experiential program placement	123	297	82	31	8	4
Providing information to other departments	7	457	64	10	3	1

NOTE: Statistics in this table represent number of respondents

Use of Technology

Respondents were asked to identify the types of technology their offices used in providing career planning and placement services. Almost 90 percent of the respondents reported using personal computers, up from slightly more than 80 percent in the 1987 survey. Almost three-fourths reported using VCRs. (See Table 31.)

TABLE 31

USE OF TECHNOLOGY IN PROVIDING CAREER PLANNING & PLACEMENT SERVICES

	Number	Percent
Personal computer	735	89.3
VCR	599	72.8
Fax	529	64.3
Mainframe computer	333	40.5
Modem	168	20.4

Respondents were asked to identify the areas in which career planning and placement offices used computer technology. As in 1987, the most frequently reported use was for word-processing functions. Nearly all areas showed an increase the number of practitioners who had computerized the function; only career guidance/counseling and alumni files showed decreases, both less than 1 percent. The greatest change since 1987 was in the use of computers for student resume production, up from 27.9 percent of respondents in 1987 to 43.6 percent in the current survey. (See Table 32.)

TABLE 32

COMPUTERIZED FUNCTIONS

	1987		1991		Percent
	Number	Percent	Number	Percent	Change
Word processing	663	83.7	730	88.9	+5.2
Mailing lists/labels	614	77.6	682	82.9	+5.3
Correspondence generation	506	63.9	607	73.8	+9.9
Statistical reports	470	59.3	546	66.3	+7.0
Career guidance/counseling	441	55.7	454	55.2	-0.5
Employer data bases	---	---	385	46.8	---
Student records	343	43.3	375	45.6	+2.3
Candidate data bases	---	---	359	43.6	---
Student resume production	221	27.9	359	43.6	+15.7
Career planning	264	33.3	319	38.8	+5.5
Budgeting/accounting	209	26.4	316	38.4	+12.0
Employer information/indexing	257	32.4	314	38.2	+5.8
Employer scheduling & publicity of visits	210	26.6	282	34.3	+7.7
Library information/indexing	200	25.3	259	31.5	+6.2
Alumni files	236	29.8	243	29.6	-0.2
Sign-up system	150	19.0	181	22.0	+3.0
History files	71	9.0	80	9.7	+0.7

Career Resource Centers

Slightly more than 92 percent of respondents reported that their offices operated a career resource center, up from almost 84 percent in 1987. Of those, 88.7 percent reported the center's location within the career planning and placement office. Respondents were also asked to indicate what services and materials the resource center included. The greatest increases since 1987 were in the inclusion of videotapes. The percentage of resource centers that included recruitment videotapes rose from 60 percent in 1987 to 78 percent in the current survey, while those that included career information/job search videotapes rose from 79 to 88 percent. (See Table 33.)

TABLE 33

RESOURCE CENTER SERVICES/MATERIALS

	Percent of Respondents		
	1981	1987	1991
Employer information/directories	100	92	94
Full-time/part-time job information	94	87	90
Career information/job-search videotapes	--	79	88
Career/graduate school information	95	79	83
Recruitment videotapes	--	60	78
Computerized career guidance systems	17	58	61
Staff/faculty support	33	28	39
Audio learning tools*	54	27	26
Independent learning programs	19	12	9

*Listed as audiovisual learning tools in the 1981 and 1987 surveys

Prescreening

When asked if employers were allowed to prescreen and preselect students for interviewing, 71.6 percent said yes (compared with 53 percent in 1981 and 81.4 percent in 1987). Of those, more than half (52.3 percent) said resumes were available if employers wanted to prescreen, 17.1 percent said employers could prescreen only if part of the schedules were open, and 14.6 percent said employers were allowed to prescreen and select all schedules. In those instances where the career planning and placement office scheduled interviews, the method most commonly used was the first-come/first-served method (78.2 percent).

Career Days and Job Fairs

Respondents were asked if their offices sponsored career days and/or job fairs. More than 68 percent indicated they sponsored career days, compared with slightly more than 64 percent in 1987. Of those, 45 percent offered two or more a year. More than 61 percent said they sponsored job fairs, compared with slightly less than 45 percent in 1987. Of those, 45 percent also offered two or more a year.

Fees for Career Planning & Placement Services

Respondents were asked to identify fees charged to students, alumni, employers, and the general public and to indicate whether the fee was a general, one-time charge or if they had a schedule of specific fees for specified services. (See Table 34.) They were also asked to indicate if the charges had been instituted since 1987. About a fourth (25.5 percent) of those charging students fees said the fees had been instituted since 1987, as did more than a fourth (27.6 percent) of those charging alumni fees, more than half (52.6 percent) of those charging employers fees, and more than two-fifths (43.8 percent) of those charging fees to the general public.

TABLE 34

OFFICE FEES

	Percent of Respondents		
	1981	1987	1991
Student fees:			
General fee	10.1	6.3	6.4
Specific fee	31.3	34.9	33.0
Alumni fees:			
General fee	9.3	6.7	9.8
Specific fee	32.5	35.7	36.0
Employer fees:			
General fee	0.4	0.7	0.1
Specific fee	4.8	9.1	22.0
General public			
General fee	---	1.7	3.0
Specific fees	---	13.0	13.7

The service for which both students and alumni were most often charged was for credentials. The next most common charges were for testing/assessment and vacancy bulletins. Employers were most often charged for participation in career days and fairs. The most common charge for the general public was for testing/assessment.

Credential Files

Slightly more than 81 percent of respondents said they kept credentials files on individual students, compared with 82.6 percent in 1987. Of those maintaining such files, 18.8 percent said they were maintained for education majors only, compared with 15.5 percent of respondents to the 1987 survey. Percentages of those who included specific items are shown in Table 35.

TABLE 35

CREDENTIAL FILE ITEMS

	Percent of Respondents		
	1981*	1987	1991
Faculty evaluations	96.0	93.7	83.7
Resume	----	26.3	74.0
Previous employer evaluations	84.0	82.4	70.6
Student teaching evaluations	73.0	67.4	60.7
Cumulative GPA	41.0	42.2	41.2
Complete grade transcripts	39.0	47.1	40.6
Extracurricular activities	53.0	39.2	36.7
Assessment by placement staff members	6.0	6.3	7.3

*Percentages for 1981 were rounded off

Third-Party Recruiting

Almost 45 percent of respondents reported that they worked directly with third-party organizations, compared with 46 percent in 1987 and 37 percent in 1981. Conditions under which respondents would work with third-party recruiters are shown in Table 36.

TABLE 36

CONDITIONS FOR WORKING WITH THIRD PARTIES

	Percent of Respondents		
	1981	1987	1991
All fees must be paid by the employer	50.5	54.9	55.6
Provide information about third-party service	53.8	54.2	52.3
Take only listing with no direct referral	46.5	50.0	50.1
Make direct referrals to third party	23.4	27.3	23.6
Allowed to interview on campus	12.8	27.3	15.7
If the client of the third party does not recruit on campus	21.6	16.5	14.9

When asked if the state employment service had made overtures toward assuming responsibility for placement services on campus, only 7.4 percent of respondents to the current survey said yes, compared with 10 percent of respondents in 1987. In a related query, 18 percent of respondents to the current survey said they used services provided by state employment services in their day-to-day operations, compared with 22 percent who said so in 1987.

Outreach to Employers and Students

Respondents were asked how they communicated with their two largest constituencies--employers and students. Tables 37 and 38 outline the methods used to inform both groups of the services offered. Comparisons with the 1981 and 1987 surveys are also given.

The most frequently reported methods of informing employers of career planning and placement services were telephone calls and personalized letters. Least frequently reported methods were billboards and television.

TABLE 37

METHODS USED TO INFORM EMPLOYERS OF SERVICES OFFERED

	Percent of Respondents		
	1981	1987	1991
Telephone calls	76.9	79.7	82.0
Personalized letters	78.5	78.4	81.8
Form letters/mass mailings	64.5	69.2	70.2
Personal visits	68.7	71.4	65.9
Newspapers	10.2	10.7	11.1
Radio	5.9	6.0	4.7
TV	3.7	3.4	3.9
Billboards	2.5	2.8	3.2

The most frequently reported methods used to inform students of career planning and placement services were bulletin boards, campus newspapers, and announcements by faculty. Least frequently reported methods were dial-access telephones and television.

TABLE 38

METHODS USED TO INFORM STUDENTS OF SERVICES OFFERED

	Percent of Respondents		
	1981	1987	1991
Bulletin boards	95.3	93.2	93.7
Campus newspaper	89.9	87.6	88.2
Faculty announcements	87.4	89.1	81.3
Mass distribution of pamphlets/ brochures	75.9	81.1	79.6
Personal mailings	72.6	77.5	76.5
Information booths	21.2	26.1	31.2
Radio (campus/local)	37.5	30.8	30.5
Give-aways	30.5	26.3	26.0
TV (campus/local)	10.7	13.9	16.8
Dial-access telephone	11.0	9.5	8.1

Studies and Reports

Slightly more than 55 percent of respondents reported they conducted follow-up or longitudinal studies (compared with 64 percent in 1987). The subject areas of the studies conducted are shown in Table 39.

TABLE 39

SUBJECT AREAS OF STUDIES/REPORTS

	Percent of Respondents	
	1987	1991
Employment status	99.1	98.9
Additional education	77.3	79.8
Use of career planning/placement office	66.4	62.5
Evaluation of academic programs	38.1	39.7
Correlation of job success and college performance	17.8	18.0

Student Use of Career Planning & Placement Office

Respondents were asked to provide statistics on the percentages of the graduating class that used the career planning and placement office, that obtained a job through the career planning and placement office, and that got a job through on-campus interviewing.

For the percentage of the graduating class that used the career planning and placement office, the responses ranged from 5 perxent to 100 percent. The average was 62.9 percent, the median was 65 percent, and the mode was 63 percent.

For the percentage of the graduating class that obtained a job through the career planning and placement office, responses ranged from 1 percent to 100 percent. The average was 36.6 percent, the median was 30 percent, and the modes were 30 percent and 20 percent.

For the percentage of the graduating class that got a job through on-campus interviewing, the responses ranged from 1 percent to 85 percent. The average was 18.9 percent, the median was 12 percent, and the mode was 10 percent.

Since conventional wisdom holds that liberal arts graduates are less likely to obtain jobs through on-campus interviews than are other types of graduates, comparisons of the percentage of the graduating class that got a job through on-campus interviewing were broken out by type of institution. For engineering/technical schools, the average percentage of the graduating class that got a job through on-campus interviewing was 43.4 percent; for business schools, the average was 41.1 percent, and for a representative sampling of liberal arts schools, the average was 8.8 percent.

On-Campus Recruitment

Respondents were asked about on-campus recruitment for the 1990-91 school year. They were first asked how many companies would recruit students through the career planning and placement office. Responses ranged from 0 to 4,000. The average was 121, the median was 55, and the mode was 50.

In comparing the number of companies recruiting on campus in the 1990-91 school year with the previous year, more than half (54.3) percent reported fewer companies recruiting at their institutions during the 1990-91 school year.

Trends in Career Planning & Placement

The survey asked practitioners a series of open-ended questions directed toward identifying problems, changes, or projected changes in career planning and placement. Specifically, respondents were asked to comment on how the field had changed over the past five years and what changes they foresaw for the future.

Changes in Career Planning & Placement Over the Past Five Years

More than half of those who responded cited the proliferation of technology as the greatest change in the career planning and placement field over the past five years. They referred to the increased use of fax machines, computerized production of resumes, computerized guidance systems, and candidate data bases, in particular. As one respondent put it, the use of computerized resources and data bases puts offices without computers "way behind."

Other changes cited frequently included the greater demand for services and the increasing diversity of the population being served; the change in the focus of career planning and placement--from placement to more comprehensive career services; and the change in the economy, which has resulted in downsizing, mergers, and a reduction in college recruiting.

Changes in College Students Over the Past Five Years

The most frequently given response to the question on how students had changed over the past five years was the increased diversity of the student body--more minorities, more women, and more older students and career changers.

A number of respondents used the term "Generation X." Many more, while not using that actual term, did use the descriptions that define the term: a need for personal contact; a preference for concrete, specific information; and a preference for keeping options open and postponing commitments.

Most respondents thought today's students were more conservative; a few thought they were less conservative. Most thought today's students had a sense of entitlement, that they deserved high-paying jobs and wanted them immediately, that they were not willing to pay their dues and begin with entry-level jobs. A few respondents thought today's students were more realistic and realized they would have to start out in entry-level positions.

Respondents were split on almost all other issues. Some thought today's students were more career-oriented; others thought they were less so. Some thought today's students had a better work ethic; others saw a weaker work ethic. Some thought today's students were more willing to relocate; others thought they were less so, particularly older students with families. Some thought more students were going on to graduate school; others thought more students were passing up graduate school to get a job right away because of financial pressures.

Changes in Career Planning & Placement Over the Next Several Years

The greatest change that career planning and placement practitioners will have to make over the next several years is doing more with less. Some respondents are worried about how they will *maintain* present programs and services as they face budget reductions and staffing cuts. For most, however, maintenance isn't the problem: They see increased demand for their services and believe they will be held more accountable for those services, despite budget and staffing cuts.

With fewer employers recruiting on campus, more students will be demanding assistance from the career planning and placement office. And increasingly they will be nontraditional students--alumni, older students, career changers, minorities, part-time students, disabled students, and foreign students.

How will they cope with the increased work load? Most see automation as the best way to increase their efficiency. They expect to look for alternatives to on-campus recruitment, like career fairs, consortium events, more experiential education programs, and more electronic recruiting. Funding remains a concern; some respondents are looking for alternate sources of funding, while others expect to charge more fees for services.

Most Important Aspect of Career Planning & Placement

Respondents were asked what they considered the single most important thing their office did or should do to assist college students in making the transition to the world of work. Some respondents stressed some aspects more than others, but their answers in aggregate basically amounted to a comprehensive career services program.

First, they stressed career counseling, with more than half of those specifying one-on-one counseling. As one practitioner put it, "In-depth, individualized counseling is still the most important service we offer." Such counseling included self-assessment, career exploration, and decision-making skills.

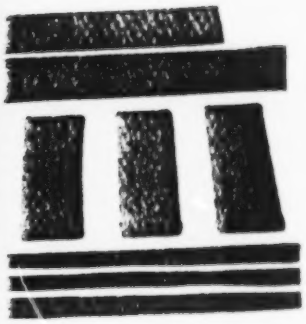
Also, respondents indicated the need to provide students with "reality checks"--helping students set realistic goals and time frames. They stressed the importance of experiential education programs to introduce students to the realities of the workplace.

The career service they cited most frequently was teaching students the processes, strategies, and techniques of the job search. Many pointed out that these were skills students would need throughout their working lives.

Finally, many respondents cited programs and workshops they conducted to prepare students for life after college. These included such wide-ranging subjects as developing a work ethic, managing budgets, renting an apartment, understanding business etiquette, handling job stress, establishing credit, and making friends.

Greatest Problem Facing Career Planning & Placement

The last question asked respondents what they saw as the single greatest problem facing career planning and placement over the next several years. Overwhelmingthey pointed to budget and staffing constraints, compounded by increased demand for services. The next most frequently cited problem, but listed by only a third as many as budgets and staffing, was the economy--recession, lack of entry-level jobs, and the accompanying cutbacks in on-campus recruitment.



BEST COPY AVAILABLE